

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program***U.S. Department of Education***Cover Sheet**Type of School: \_\_ Elementary ☒ Middle \_\_ High \_\_ K-12Name of Principal Mr. David Zimbler  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Howard T. Herber Middle School  
(As it should appear in the official records)School Mailing Address 75 Ocean Avenue  
(If address is P.O. Box, also include street address)

<u>Malverne</u>	<u>NY</u>	<u>11565-2245</u>
City	State	Zip Code+4 (9 digits total)

County Nassau School Code Number\* 28021203006Telephone ( 516 ) 887-6444 Fax ( 516 ) 255-1007Website/URL http://Malverne.K12.NY.US E-mail DZIMBLER@Malverne.K12.NY.US

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_Name of Superintendent\* Dr. Mary Ellen Freeley  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name Malverne Union Free School District Tel. (516)887-6405

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_Name of School Board President/Chairperson Mrs. Phyllis Wright  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

\*Private Schools: If the information requested is not applicable, write N/A in the space.

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:      2 Elementary schools  
    1 Middle schools  
    \_\_\_\_\_ Junior high schools  
    1 High schools  
    \_\_\_\_\_ Other
- 4 TOTAL
2. District Per Pupil Expenditure:      16,158
- Average State Per Pupil Expenditure:      13,051

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural
4. 1 Number of years the principal has been in her/his position at this school.
- 2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7	85	62	147
K					8	67	48	115
1					9			
2					10			
3					11			
4					12			
5	69	65	134		Other			
6	83	64	147					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								543

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |              |                                    |
|--------------|------------------------------------|
| _____        | 22 % White                         |
| _____        | 66 % Black or African American     |
| _____        | 11 % Hispanic or Latino            |
| _____        | 1 % Asian/Pacific Islander         |
| _____        | 0 % American Indian/Alaskan Native |
| <b>_____</b> | <b>100% Total</b>                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: \_\_\_\_\_ 9 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	53
(4)	Total number of students in the school as of October 1	585
(5)	Subtotal in row (3) divided by total in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9.0

8. Limited English Proficient students in the school: \_\_\_\_\_ 1 %  
 \_\_\_\_\_ 5 \_\_\_\_\_ Total Number Limited English Proficient

Number of languages represented: 3  
 Specify languages: Spanish, Russian and Haitian

9. Students eligible for free/reduced-priced meals: 38%

Total number students who qualify: 205

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 20 %  
109 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>      </u> Deafness	<u>22</u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>71</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>      </u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>      </u> Mental Retardation	<u>      </u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	—
Classroom teachers	<u>59</u>	—
Special resource teachers/specialists	---	<u>1</u>
Paraprofessionals	<u>3</u>	—
Support staff	<u>4</u>	—
<b><u>Total number</u></b>	<b><u>68</u></b>	<b><u>1</u></b>

12. Average school student-“classroom teacher” ratio: 11:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	96%	95%	96%
Daily teacher attendance	92%	94%	94%	92%	95%
Teacher turnover rate	N/A	N/A	N/A	N/A	N/A
Student dropout rate (middle/high)	0%	0%	0%	0%	0%

## PART III - SUMMARY

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**Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.**

Howard T. Herber Middle School, a grades 5-8 multi-cultural middle school in the Malverne Union Free School District, located in Nassau County, prides itself in striving towards educational excellence. "Dedicated to Strive for Excellence" is the shared belief, the shared philosophy, and the shared vision that motivates and unites all the members of our school. Our mission statement is posted on our school letterhead, the student agenda and our school website.

The children in our school are guided towards educational excellence each and every day. Through the varied and plentiful programs our school offers, children are given many opportunities to learn all day, all week, and all year round. A variety of programs keep our children both enriched and enlightened. Within each program, committed teachers work tirelessly and efficiently to bring models of excellence to their students and to guide them through the many educational levels of achievement. Our teachers provide encouragement so that the students reach their educational best.

Our school also recognizes that educational excellence cannot occur without personal beliefs in excellence for every child. In our school, our administrators, guidance counselors, social workers and support staff are committed to helping our children reach their personal best. During the middle school years, children often are faced with frustration, self-doubt and insecurities. It is our hope to help our children, as best as all of us can, through these difficult years and during difficult times, emerge as successful young adults. A truly intelligent and nurturing staff provides all necessary counseling and support.

The spirit and aim of our school is to benefit, to the utmost degree, every student who enters. Each child is given the opportunity to cultivate character, scholarship, and good health. Active citizenship is stressed, extra-curricular activities encouraged, and a school life fostered. The principal of Howard T. Herber, David Zimbler, recognizes the importance of examining the organization of the school district and school and adjusting the traditional system to accommodate the challenges presented by the state assessments.

While teachers and instruction are at the heart of our success, the parents and community members are the life support of the school. School, family, and community partnerships work together to best meet the needs of our students. Parents and community members offer their time and assistance on a daily basis. Together, we strive to provide the best educational opportunities possible for our students.

The Howard T. Herber school community is dedicated to excellence. There is a positive focus on the individual child with his or her unique learning style and ability. Visitors to our school often mention the warmth of the community and the buzz of enthusiasm, joy, and friendship that permeates our school. As a result, our students go through the education process feeling valued and recognized for their own abilities.

Dedication to striving for excellence is certainly not an easy mission, however, it is certainly one that brings about great successes, both educationally and personally, for all of us.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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- 1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them. Explain disparities among subgroups. If the school participates in the state assessment system, briefly explain the state performance levels and the performance level that demonstrates meeting the standard. Provide the website where information on the state assessment system may be found.**

New York State English Language Arts and Mathematics assessments for middle schools are given in grade eight. These assessments measure how well students are progressing toward mastery of the state's higher learning standards in various subject areas.

The English Language Arts assessment measures students' skills in the areas of reading, listening and writing. The Mathematics assessment measures applications, mathematical reasoning, concepts and procedures.

The performance levels for both assessments are reported as follows:

- Level 4 – Above average to outstanding
- Level 3 – Average to above average
- Level 2 – Marginal to average
- Level 1 – Below average to marginal

Information on the math state assessment can be found on the following website:

<http://emsc33.nysed.gov/osa/inform/informarch/stoamemo901.pdf>

A passing score on the English Language Arts assessment is a level 3 or a level 4. In 2001, we had 46% of our eighth graders pass. In 2002, 48% of our students received a level 3 or 4. In 2003, we increased our passing percentage to 50% and last year 64% of our eighth graders received a passing performance level on the New York English Assessment.

A passing score on the mathematical assessment is a level 3 or a level 4. In 2001, we had 47% of our eighth graders pass. Thirty-five percent of the students received proficiency and 12% received mastery. In our special education population 25% received proficiency. In 2002, 68% of our students received a level 3 or 4, 43% received proficiency and 25% received mastery. Again, 25% of the special education passed with proficiency. In 2003, we increased our passing percentage to 73%. Of this 73%, 56% passed with proficiency and 15% passed with mastery. Our special education population increased to 50% proficiency level. Last year, 85% of our eighth graders received a passing performance level on the New York Math Assessment. This broke down to 62% passing with proficiency and 23% passing with mastery. Our special education population had 41% pass with proficiency and 5% pass with mastery.

For the 2002-2003 school year, 40% of our Black population scored at levels 3/4 and 5% at level 4. 25% of the Hispanic population scored at levels 3/4. 80% of our White population scored at levels 3/4 and 17% at level 4. For the 2003-4 school year, 56% of the Black population scored at levels 3/4 and 16% scored at level 4. 56% of the Hispanic population scored at levels 3/4 and 13% scored at level 4. 75% of our White population scored at levels 3/4 and 38% at level 4.

**2. Show in one-half page (approximately 300 words) how the school uses assessment data to understand and improve student and school performance.**

Howard T. Herber recognizes that assessment data is an essential tool in measuring school effectiveness, individual student achievement, and alignment of curriculum content. These three principles guide the use of assessment data to improve student and school performance. Herber continually collects assessment data with the intent to understand and improve student and school performance. The targeted areas for improvement provide a focus for professional development, and adjustments are made in the instructional program to fit the diverse academic needs of specific groups of students. We use assessment data to understand and improve student and school performance by the following:

- The District uses longitudinal data housed in the BOCES Data Warehouse to improve decision-making and planning at the school and district level. The data also gives the district the opportunity to measure our school against neighboring districts and other schools in the state.
- Grade level teachers meet to analyze results in terms of strengths and weaknesses in the area of instructional effectiveness and content coverage.
- Teachers analyze individual student achievement and write action plans for students who are performing “below expectations”.

Additionally, assessment data is used for:

- Monitoring the performance levels of our special needs students to measure their progress in comparison with the general student population.
- Making instructional modifications in the curriculum delivery for individuals and small groups.
- Differentiating instruction to create flexible grouping of students for specific skills or interests.
- Involving specialized support staff to meet children’s needs (small group and one-on-one instruction).
- Aligning the curriculum more closely in meeting state standards.

**3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

We regularly communicate student performance, including assessment data, to parents, students, and the community. We are committed to being accountable for our practice as we work together to promote public understanding of the objectives and achievements of our school. We use a number of methods to communicate student performance including:

- Student report cards/progress reports are sent home eight times during a school year.
- A report is given to parents providing their child’s individual results on state assessments.
- There are two scheduled parent/teacher conferences to discuss student progress, in which we share samples of student work, and establish goals for each child.
- Presentations at local school meetings, Board of Education meetings, and PTA meetings to share student achievement results and goals for future achievement.
- Grade level information meetings are conducted to let parents know how the grade level as a whole is performing academically and behaviorally.
- Principal sends home monthly newsletter to parents updating them on results as well as upcoming events.
- Local newspapers play a role in helping to keep the community informed of what is going on in the schools.
- Local realtors share the successes of Howard T. Herber with their clients and bring customers to the school for a tour and interview with the principal.
- The School Report Card, which provides information to parents and the community about student achievement on State assessments as well as school and district comparisons, which is sent to



every parent and posted on the school and District website.

- Every student is given a student agenda book which is an effective tool of communication regarding the state standards, delivery of instruction, description of classes, and assessments.

**4. Describe in one-half page how the school has shared and will continue to share its successes with other schools.**

Administrators from the high school, middle school, and elementary schools meet on a monthly basis to share ideas, concerns, and opportunities related to individual school success. Classroom teachers and administrators often visit other schools that have implemented innovative programs. This fall the Deputy Superintendent, Principal of Howard T. Herber and a group of teachers visited the Rockville Centre School District to see how we can improve our math curriculum. Many of these schools, in return, visit Howard T. Herber because of our success. Discussions center on “best practices” related to student achievement, school administration, classroom management, and parental involvement. Members of our teaching staff are part-time instructors at local colleges and universities. They use their experiences of success with graduate level students from school districts in the Tri-State area. We also have a teacher center that offers teachers workshops that will help them familiarize themselves with the new learning standards and how they pertain to specific curriculum areas. They learn how to integrate technology into each lesson to assist them in creating lessons, managing, planning and organizing record keeping. Herber teachers are committed to work as leaders and collaborators in the professional community to improve programs and practices for children and their families.

## **PART V – CURRICULUM AND INSTRUCTION**

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**1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the core curriculum is an eligibility requirement in grades seven and higher).**

Howard T. Herber Middle School is committed to the supervision and evaluation of our academic programs by insuring the alignment of the written, taught and tested curriculum to the achievement of New York State Standards for all learners. Core curriculum mandated by New York State is required for each grade and serves as a foundation for the creation of the most up-to-date curriculum in all content areas. Curriculum guides contain scope and sequence charts, pacing charts aligned to state standards and performance indicators, charts demonstrating vertical alignment of units, vocabulary building lists and technology integration activities. These standards-based curriculum guides address all intermediate indicators for student achievement mastery levels specified by New York State.

The English Language Arts Curriculum is a standards based curriculum that spirals the four threads of reading, writing, listening and speaking. Critical thinking skills development reflects the NYS Standards in those areas as students learn to read, write, and analyze works of fiction and nonfiction. The use of language and ability to communicate with others assure our students of success throughout their school careers and beyond them. Writing emphasizes a mastery of organizational skills and the use of precise language to accurately present ideas. Listening and speaking skills are developed and honed in order for our students to clearly express themselves to others. The state assessment is administered to the 8<sup>th</sup> grade in January.

In Science, students take part in laboratory based hands-on curriculum. Critical thinking and analytical skills are addressed throughout the course. The curriculum for all science classes is aligned with the New

York State Standards. Assessment questions are incorporated into lessons ensuring that assessment preparation is an ongoing process. Students in grade eight take the state performance exam in January and the written component in June.

The Mathematics curriculum aligns with the New York State Learning Standards; it is a mixture of content of seven key ideas, mathematical reasoning, number and numeration, operations, modeling/multiple representation, measurement, uncertainty and patterns/functions. Students will be able to communicate and reason mathematically by applying mathematics to real world settings. It spirals concepts through succeeding grade levels and includes real world problem solving strategies. Students in the eighth grade take the state assessment in May.

The Social Studies curriculum is structured so that students can analyze history from a variety of perspectives. Students will experience the cultures of the world, analyzing patterns and relationships within and among world cultures such as economic competition and interdependence. They will evaluate the decisions and policies of world leaders and examine possible alternatives. Through the study of history, students will develop an understanding of chronological thinking, the connection between causes and effects, and between continuity and change. The state assessment for the eighth grade is given in June.

Foreign Language classes are offered in Spanish and Italian to grades seven and eight. The focus of the language program is on enabling students to attain a measurable degree of communicative competency and proficiency in each of the four language skills: listening, speaking, reading and writing while developing an accurate and up to date awareness of the culture in which the language is spoken. A variety of instructional methods are used to meet the individual learning styles of all youngsters. The Language Proficiency Exam is administered at the end of grade eight in June.

The Arts education contributes to education that reaches beyond the students intrinsic value. An education in the arts helps students learn to identify, appreciate, and participate in the traditional art forms of their own communities. As students imagine, create, and reflect, they are developing both the verbal and nonverbal abilities necessary for school progress. At the same time, the intellectual demands that the arts place on students help them develop problem-solving abilities and such powerful thinking skills as analyzing, synthesizing, and evaluating. A comprehensive, articulated arts education program also engages students in a process that helps them develop the self-esteem, self-discipline, cooperation, and self-motivation necessary for success in life.

Delivery of instruction to ensure that all students are engaged with significant content begins with the supervision of the taught curriculum from lesson design through assessment of classroom learning activities. Teacher lesson plans are evaluated and discussed with department chair people relative to standards alignment, modes of instructional delivery and adherence to curriculum guides. Classroom observations, post observations and the written reports are focused on improving instruction.

Our curriculum engages children in significant content, based on State Learning Standards that form the foundation for our integrated curriculum. Using these standards, current research, and best practice, we have developed programs and materials to support an environment encouraging each child to achieve high expectations and find success in learning. This approach enables every child to make connections between subject matter and real world applications. Our curriculum provides multiple opportunities to develop oral and written language skills, as well as critical thinking skills. All students are engaged in significant content based on high standards. There are numerous support personnel in the building who provide students with remediation, enrichment and alternative strategies. These professionals include but are not limited to the Academic Intervention, Enrichment, Study Skills, Resource Room and Consultant Teachers. These teachers reinforce and enrich the academic program. Integrating a variety of techniques, in all modalities, the teachers meet the needs of each and every student at the Middle School.

**2. (Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.**

All grade level teachers at Howard T. Herber, who teach English or Reading (including 5<sup>th</sup> and 6<sup>th</sup> grade core teachers) from grades 5 through grade 8, align instruction to the New York State Standards for English Language Arts. The 5<sup>th</sup> through 8<sup>th</sup> grade ELA curriculum has four strands including reading, writing, listening and speaking. These strands are spiraled throughout the four years and regularly repeated as students learn specific skills and build upon that knowledge. Reading classes support the English and core classrooms. Generally, lessons rely heavily on engaging students in highly motivating activities, such as poetry presentations that incorporate elements from all of the English Standards and motivate greater student ownership and responsibility for learning. Writing takes prominence in all classes. Students are required to write daily in all classes. Students are expected to recognize and to construct responses that incorporate topic sentences, details and supporting ideas in relation to all reading material and in responsive written work. Student work is reviewed and evaluated by the class with regard to the writing rubric. Much student work is edited and revised. Data is gathered weekly in English and Reading classrooms in order to adjust and drive instruction and to help teachers to differentiate that instruction and provide additional support where it is needed. In addition to providing instruction in how to approach, read and analyze fiction such as the novel and poetry genres, a great deal of non fiction, social studies and science material is incorporated into our curriculum so that students develop as critical thinkers who possess the necessary skills to read, gather and apply that information.

**3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Howard T. Herber's mission statement is "Dedicated to Strive for Excellence," which enables our students to achieve their fullest potential. The social studies department is committed to achieving this goal through motivational, thought provoking activities that will facilitate the growth of a disciplined intellect and sensitive character. Our goal is not to simply meet state based requirements but it is to help all students achieve mastery level in social studies. This past fall 94% of our students passed the 2005 New York State 5<sup>th</sup> Grade Assessment. Our commitment to strive for excellence is evident through our level of mastery on this assessment in which 53% of our students attained mastery level. Mastery level is attained when a student receives a grade of 85% or better. It is through daily instruction that we prepare students for success and ultimately provide them with the necessary skills to excel at the high school level.

Teachers will:

- Develop activities that engage students in working collectively to solve a presented problem.
- Help students think through problems that confront them by gathering facts, analyzing and evaluating them, and drawing conclusions.
- Ask pivotal questions that encourage free and open discussion. Where there is a difference of opinion, students will determine whether they agree or disagree with a particular point of view.
- Foster an environment where each student will be respected and valued in his/her own right.
- Create an environment that allows students to develop an understanding and appreciation of different people and civilizations.
- Use data feedback from assessments to determine student comprehension.
- Develop new strategies to reteach material in which students showed a lack of understanding.
- Expose students to state assessment questions on a daily basis.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

How the curriculum is delivered, or how students will be involved in the learning, is another essential aspect of improving student achievement. Teachers at Howard T. Herber use a wide variety of techniques to engage children in their schoolwork. The State Learning Standards form the foundation of our instructional program to improve student learning. By aligning our curricula with these standards, we maintain high expectations for our children's learning and academic success. Within this framework, we use many research-based methods to help all children learn. Some of the instructional methods employed at Howard T. Herber Middle School include:

- Problem-based learning experiences help children connect and apply concepts to the real world.
- Cooperative learning experiences incorporated into all curricula to promote learning and build strong social skills.
- Direct instruction helps children build background knowledge and develop the necessary skills they need to become independent learners.
- The use of manipulatives, modeling, guided practice, reflections, and feedback.
- A variety of flexibly structured groupings are used to provide appropriate, differentiated instruction.
- A system of support services link classrooms and specialized staff in designing instruction for children with Individual Education Plans (IEP).
- The use of the writing process as taught by the ELA teachers is required throughout the various disciplines and reinforces this essential skill measured in the state assessment tests.
- Varying and coordinating instructional methodologies by the teachers have contributed significantly to the improvement of student learning.
- Science classes support student success in ELA and mathematics by integrating reading of materials other than text in class and on assessments and using mathematical examples in class and on other assessments.
- Provide opportunities in class and on assessments for writing.
- Apply and review assessment questions during the do now assignments and summary activities.
- Attendance at after school homework assistance program.
- Attendance at Saturday Assessment Preparation Academy.
- Athletes Assisting Athletes – Students from the high school tutor middle school students.
- Teachers provide students with extra-help sessions both before and after-school.
- The school provides students with after-school academic intervention services.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

As highlighted in the district's Professional Development Plan (PDP), whose committee represented teachers, administrators, parents, and a representative from higher education, a process was employed to determine the needs of the district in order to analyze data to govern our professional development for teachers. The goal of our Professional Development Plan is to improve student achievement, which is one of the main goals of the district. Using assessment data, a School Improvement Plan is created that identifies areas for professional development and guides instructional practices. Through a sustained effort, rather than a one-time in-service class, staff develop and practice strategies to differentiate instruction.

Professional development occurs through staff collaboration and teamwork focused on refining, developing and reflecting upon instructional strategies. Prior to the school year starting the teachers meet with supervisors and administrators for two days of staff development. The following are some of the

workshops that are offered to our teachers: Writing Across The Curriculum, Handwriting Without Tears, Lesson Planning: The Foundation of Effective Instruction, and the Development of Departmental Goals and Objectives. The staff also meets for one day in November for a District Staff Development Day. The following workshops are offered on this day: Discipline with Dignity, Classroom Management, Microsoft Power Point, Effective Strategies through the use of Regent's and Assessment Questions, Microsoft Excel, and Reading & Writing Across Curriculum Areas.

Professional development is not just for our teachers. In order to support ongoing professional development, the district has developed a cadre of supervisors and administrators who are skilled instructional leaders. The District provided these administrators with three days of professional development to assist both new and experienced administrators to become outstanding leaders: "teachers of teachers." Supportive Supervision is a step-by-step program that will enable school leaders to create a culture that supports a comprehensive professional development program designed to meet individual teacher needs, while focusing on school goals. During the professional development, the observation process was fully explored by having the administrators participate in an actual observation, discussing effective instructional practices, and writing the observation report.

The commitment to professional development has a significant, positive impact on instructional practices and student achievement. The ideas generated by these programs and shared among staff members have definitely helped produce the positive climate of teaching and learning which has been extremely instrumental in the great success and achievement of Howard T. Herber students.

## PART VII - ASSESSMENT RESULTS

### MIDDLE LEVEL English Language Arts 8

	2003-2004	%	2002-2003	%	2001-2002	%	2000-2001	%	1999-2000	%
Testing month	1/2004		1/2003		3/2002		3/2001		3/2000	
<b>SCHOOL SCORES</b>										
<b>Level 1 527-661</b>										
General Education	2	1%	2	1%	2	1%	8	5%	2	1%
Students with Disabilities	8	6%	6	4%	4	3%	9	6%	2	1%
<b>Total</b>	<b>10</b>	<b>7%</b>	<b>8</b>	<b>6%</b>	<b>6</b>	<b>4%</b>	<b>17</b>	<b>11%</b>	<b>4</b>	<b>3%</b>
<b>Level 2 662-700</b>										
General Education	27	19%	60	41%	58	38%	61	40%	56	41%
Students with Disabilities	13	7%	4	3%	18	12%	10	7%	13	10%
<b>Total</b>	<b>40</b>	<b>28%</b>	<b>64</b>	<b>43%</b>	<b>76</b>	<b>50%</b>	<b>71</b>	<b>46%</b>	<b>69</b>	<b>51%</b>
<b>Level 3 701-738</b>										
General Education	57	40%	63	43%	60	39%	57	37%	50	37%
Students with Disabilities	1	1%	2	1%	1	1%	0	0%	0	0%
<b>Total</b>	<b>58</b>	<b>41%</b>	<b>65</b>	<b>44%</b>	<b>61</b>	<b>40%</b>	<b>57</b>	<b>37%</b>	<b>50</b>	<b>37%</b>
<b>Level 4 739-830</b>										
General Education	33	23%	11	7%	10	7%	8	5%	13	10%
Students with Disabilities	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>33</b>	<b>23%</b>	<b>11</b>	<b>7%</b>	<b>10</b>	<b>7%</b>	<b>8</b>	<b>5%</b>	<b>13</b>	<b>10%</b>
<b>SIMILAR SCHOOLS</b>										
<b>Level 1 527-661</b>		<b>4%</b>		<b>5%</b>		<b>3%</b>		<b>8%</b>		<b>6%</b>
<b>Level 2 662-700</b>		<b>43%</b>		<b>42%</b>		<b>43%</b>		<b>42%</b>		<b>42%</b>
<b>Level 3 701-738</b>		<b>42%</b>		<b>44%</b>		<b>41%</b>		<b>39%</b>		<b>41%</b>
<b>Level 4 739-830</b>		<b>11%</b>		<b>8%</b>		<b>11%</b>		<b>11%</b>		<b>10%</b>

#### Middle Level English Language Arts Levels Listening, Reading, and Writing Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

## MIDDLE LEVEL English Language Arts 8

<b>Subgroup:</b>	<b>2003-2004</b>	<b>%</b>	<b>2002-2003</b>	<b>%</b>	<b>2001-2002</b>	<b>%</b>	<b>2000-2001</b>	<b>%</b>	<b>1999-2000</b>	<b>%</b>
<b><u>Ethnicity</u></b>										
Testing month	1/2004		1/2003		3/2002		3/2001		3/2000	
<b>SCHOOL SCORES</b>										
<b>Level 1 527-661</b>										
BLACK	7	9%	7	8%	5	6%	NA		14	15%
HISPANIC	1	7%	0	0	0	0	NA		1	10%
WHITE	2	5%	1	2%	0	0	NA		2	4%
<b>Level 2 662-700</b>										
BLACK	27	34%	48	58%	54	60%	NA		48	53%
HISPANIC	5	33%	12	75%	7	58%	NA		7	70%
WHITE	7	16%	8	19%	12	26%	NA		16	33%
<b>Level 3 701-738</b>										
BLACK	32	41%	24	29%	28	31%	NA		26	53%
HISPANIC	7	47%	4	25%	4	33%	NA		2	20%
WHITE	17	39%	26	62%	28	61%	NA		26	53%
<b>Level 4 739-830</b>										
BLACK	13	17%	4	5%	3	3%	NA		3	3%
HISPANIC	2	13%	0	0	1	8%	NA		0	0
WHITE	18	41%	7	17%	6	13%	NA		5	10%

### Middle Level English Language Arts Levels Listening, Reading, and Writing Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .

## MIDDLE LEVEL Mathematics 8

	2003-2004	%	2002-2003	%	2001-2002	%	2000-2001	%
Testing month	5/2004		5/2003		5/2002		5/2001	
<b>SCHOOL SCORES</b>								
<b>Level 1 527-661</b>								
General Education	4	3%	5	4%	3	2%	12	9%
Students with Disabilities	9	41%	4	33%	2	10%	4	17%
<b>Total</b>	<b>13</b>	<b>9%</b>	<b>9</b>	<b>6%</b>	<b>5</b>	<b>3%</b>	<b>16</b>	<b>10%</b>
<b>Level 2 662-700</b>								
General Education	6	5%	27	20%	30	23%	55	40%
Students with Disabilities	3	14%	2	17%	13	65%	14	58%
<b>Total</b>	<b>9</b>	<b>6%</b>	<b>29</b>	<b>19%</b>	<b>43</b>	<b>29%</b>	<b>69</b>	<b>43%</b>
<b>Level 3 701-738</b>								
General Education	78	65%	82	60%	60	46%	51	37%
Students with Disabilities	9	41%	6	50%	5	25%	6	25%
<b>Total</b>	<b>87</b>	<b>61%</b>	<b>88</b>	<b>59%</b>	<b>65</b>	<b>43%</b>	<b>57</b>	<b>35%</b>
<b>Level 4 739-830</b>								
General Education	32	27%	23	17%	37	28%	20	14%
Students with Disabilities	1	5%	0	0%	0	0%	0	0%
<b>Total</b>	<b>33</b>	<b>23%</b>	<b>23</b>	<b>15%</b>	<b>37</b>	<b>25%</b>	<b>20</b>	<b>12%</b>
<b>SIMILAR SCHOOLS</b>								
<b>Level 1 527-661</b>		<b>7%</b>		<b>7%</b>		<b>9%</b>		<b>14%</b>
<b>Level 2 662-700</b>		<b>25%</b>		<b>29%</b>		<b>32%</b>		<b>37%</b>
<b>Level 3 701-738</b>		<b>55%</b>		<b>53%</b>		<b>48%</b>		<b>43%</b>
<b>Level 4 739-830</b>		<b>13%</b>		<b>10%</b>		<b>12%</b>		<b>6%</b>

### Middle Level Mathematics Levels Knowledge, Reasoning, and Problem-Solving Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .



## MIDDLE LEVEL Mathematics 8

<b>Subgroup:</b> <b><u>Ethnicity</u></b>	<b>2003-2004</b>	<b>%</b>	<b>2002-2003</b>	<b>%</b>	<b>2001-2002</b>	<b>%</b>	<b>2000-2001</b>	<b>%</b>
Testing month	5/2004		5/2003		5/2002		5/2001	
<b>SCHOOL SCORES</b>								
<b>Level 1 527-661</b>								
BLACK	7	9%	7	9%	5	6%	NA	
HISPANIC	1	6%	0	0	0	0	NA	
WHITE	3	7%	2	5%	0	0	NA	
<b>Level 2 662-700</b>								
BLACK	8	10%	20	25%	32	36%	NA	
HISPANIC	1	6%	3	19%	3	25%	NA	
WHITE	0	0	4	10%	8	17%	NA	
<b>Level 3 701-738</b>								
BLACK	52	65%	50	62%	38	43%	NA	
HISPANIC	12	75%	13	81%	7	58%	NA	
WHITE	23	52%	19	45%	17	36%	NA	
<b>Level 4 739-830</b>								
BLACK	13	16%	4	5%	13	15%	NA	
HISPANIC	2	13%	0	0	2	17%	NA	
WHITE	18	41%	17	41%	22	47%	NA	

### Middle Level Mathematics Levels Knowledge, Reasoning, and Problem-Solving Standards

<b>Level 4</b>	These students <b>exceed the standards</b> and are moving toward high performance on the Regents examination
<b>Level 3</b>	These students <b>meet the standards</b> and, with continued steady growth, should pass the Regents examination.
<b>Level 2</b>	These students <b>need extra help</b> to meet the standards and pass the Regents examination.
<b>Level 1</b>	These students have <b>serious academic deficiencies</b> .